

Polk County Public Schools

Frostproof Middle/Senior High



2016-17 Schoolwide Improvement Plan

Frostproof Middle/Senior High

1000 PALM AVE N, Frostproof, FL 33843

<http://schools.polk-fl.net/fmshs>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Frostproof Middle/Senior High

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission Statement

To build a safe, comprehensive educational community which creates life-long learners, optimizes each child's potential to achieve academic success, promotes diversity, enhances self-esteem, and builds personal responsibility through rigorous instruction and an infusion of technology in a well-articulated curriculum.

b. Provide the school's vision statement.

Vision Statement

To develop responsible, productive members of our global society.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At the beginning of the school year, teachers administer interest inventories, such as Learning Styles and "True Colors," to find out about their students. This information helps build relationships with students. This can also be used to differentiate instruction.

Many of the teachers at Frostproof Middle Senior High School attend extracurricular activities to show interest in their students.

Our Title 1 Department partners with the Guidance Department to host Parent Nights at which parents learn about the curriculum, progress monitoring, high stakes tests, and school grades. Teachers are invited to attend to meet families and experience some of their culture.

Meetings are held with translators for our Spanish speaking parents to facilitate communication. Teachers are encouraged to submit articles for the monthly newsletter that is mailed home to parents. Community members and parents can also submit articles of interest. Parents are informed of happenings around the school, Title 1 information, curriculum, testing, and achievements of students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Several measures have been put in place to provide a safe environment for our students. First, fencing and posts were placed around the entire campus to limit access. Teachers are instructed to keep their doors locked at all times. Yearly, teachers and staff are instructed in lock down procedures. Each month, there is a fire drill so students can practice exiting the building safely.

Students participate in anti-bullying lessons at the beginning of the school year. A bully box is located in the office, in case students need to anonymously report bullying in the school.

We have three Guidance Counselors who are available to assist students who are bullied or do not feel safe or respected on our campus. Additionally, we have an Assistant Principal of Administration, Assistant Principal II, Dean, ISS Dean, two Student Success Coaches and School Resource Officer to help students.

Students who stay after school must be under the direct supervision of a staff member or coach. Students are supervised until they are picked up by their parent.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The beginning of the year starts with "fireside chats" at which the principal talks with all students about daily and behavioral expectations. A PowerPoint aids in illustrating the procedures for the school day. The dress code is also discussed.

Each teacher has rules posted in their rooms. They go over their expectations at the beginning of the school year.

The levels of discipline at Frostproof Middle Senior High School include parent contact, lunch detentions, Choice Room, Work Details, In-School Suspension (ISS), Out of-School Suspension (OSS), and Alternative Education. Minor infractions are handled with lunch detentions. As the infractions escalate in intensity or frequency, the student may be placed in ISS for the day or a class period. The Choice Room is used for tardies and minor infractions. Severe infractions are given OSS. Alternative educational placements may be recommended as infractions are so severe, frequent or intense that outside placement is warranted.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Frostproof Middle Senior High School has three Guidance Counselors and two Student Success Coaches. Several programs are in place to help students such as HEARTH, Upward, and Take Stock Mentoring Program.

We have a Department of Children and Family Services Liaison that works with the school as a resource to help students.

As a Title 1 school, tutoring programs are provided as well as Saturday Academies to prepare for high stakes tests.

The Migrant and ESOL programs have after school tutoring that also provides transportation for these students.

Many teachers both counsel and mentor students. They also provide before school and after school tutoring.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The District supplies an Early Warning System for Frostproof Middle/ Senior High School. It notifies the administration, counselors, and teachers of students who are at-risk of falling behind. The following indicators are utilized:

1. Attendance below 90 percent, regardless of whether absence is excused, unexcused, or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. Achievement Level on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	1	3	1	4	2	0	11	
One or more suspensions	0	0	0	0	0	0	2	5	4	4	6	3	3	27	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	137	18	34	56	42	39	15	341	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	95	102	70	60	38	25	13	403

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

During the 2016 - 17 school year, Frostproof Middle Senior High School will have two Student Success Coaches to work with at risk students. One coach will work with students identified by a committee. These students are identified as extremely off track. The other coach will work with our migrant students to assist in their success.

Students who had attendance below 90 percent for last year were sent a letter by the School Social Worker. Follow up will be made for students having less than 90 percent attendance this year. Parents will be contacted.

Frostproof Middle Senior High School has an In-School-Suspension program to improve attendance of students who have previously been suspended out of school.

Frostproof Middle Senior High School uses the Polk Virtual School / Florida Virtual School program for credit recovery for both high school and middle school students. This program can provide credits for our overage students. Struggling students can also choose the 18 credit option to be able to graduate on time.

Teachers use information provided by the county program called IDEAS to determine student achievement levels on the FCAT, FSA and EOC's. These students are targeted for additional help, tutoring and remediation.

Counselors meet with at risk students each quarter to talk about their grades and making up assignments.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315307>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

One of our main avenues to build relationships is through our Booster Programs. We have boosters for academics, athletics, band, and agriculture. These groups meet regularly to fellowship and plan programs to help our students.

The Academic Boosters meet specifically to recognize academic achievement. Not only do they pay for all our incentives and Academic Awards program, but also pay for Academic Team shirts and refreshments when meets are held at our school. In addition, they sponsor the yearly Teacher Appreciation Lunch to thank the teachers for all their work throughout the year.

Our School Advisory Council meets quarterly to discuss issues, make decisions and hear about the state of the school. Representation on the SAC committee mirrors the ethnic make up of our school population.

Our Title I program hosts activities to build capacity with parents. These include parent nights, monthly newsletters, and advisement sessions with parents.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
WINDHAM, KYLE	Principal
Portwood, Arlene	Assistant Principal
Davis, Melodie	Assistant Principal
Demarco, Nancy	Instructional Coach
Frazier, Dwight	Assistant Principal
Aldrich, Simone	Instructional Coach
Lewis, Teresa	School Counselor
Youtsler, Anne	School Counselor
Perron, Valorie	School Counselor
Corlew, Isoan	Instructional Coach
Davisson, Robin	Instructional Coach
Duke, Amy	Teacher, K-12
Emery, Dean	Teacher, K-12
Castro, Jennifer	Dean
Hadden, Pamela	Teacher, K-12
McCraw, Holly	Teacher, K-12
Mulder, Julie	Teacher, K-12
Nicholson, Rachel	Teacher, K-12
Regling, Jennifer	Administrative Support
Schulze-Lock, Arlette	Teacher, K-12
Wrye, George	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The team meets bi-weekly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources.

The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation of Polk County Learning Maps.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Kyle Windham- Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school

staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Arlene Portwood – Assistant Principal for Curriculum: Provides information regarding the course of study for the individual student according to the Student Progression Plan.

Dwight Frazier- Assistant Principal for Administration: Provides information regarding the individual student's discipline record, as well as an insight to the reasons for student behavior.

Melodie Davis- Assistant Principal II: Works with the Reading teachers to assure implementation of the Reading Learning Maps and reading curriculum. Assists with oversight and responsibility for school's instructional program, to include career education, and its results. Provides the structure for progress monitoring.

Lizzette Gonzalez - Dean: Provides information regarding the individual student's discipline record, as well as insight to the reasons for student behavior.

Simone Aldrich - Testing Coordinator: Coordinates and supervises implementation and administration of testing programs and interpretation of results. Assigns, trains, directs and supervises support staff assigned to testing programs. Monitors proper use, dissemination and maintenance of score reports. Ensures security of test forms and related materials.

Robin Davisson - Reading Coach: Provides guidance to reading teachers on 6-12 reading plan; works with the lowest 25% of the reading students.

Nancy DeMarco / Isoan Corlew - Student Success Coaches: Work with students to monitor progress and encourage students to achieve learning gains and achievement level growth.

Jennifer Regling- Administrative Support - ESE Facilitator: Participates in the collection, interpretation, and analysis of data, facilitates the development of intervention plans, provides support for intervention fidelity and documentation, and provides professional development and technical assistance, when needed.

Teresa Lewis, Valorie Perron and Anne Youtsler - Guidance Counselors: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, they will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Teacher Leaders (6-12): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, and collaborates with other staff to implement Tier 2 interventions.

Title I, Part A

This is the sixth year Frostproof Middle Senior High School received the Title 1, Part A1 Grant. Monies will be used to support a three part program: Assessment, Professional Development and Parent Involvement. Three staff members are paid for by Title 1; Reading Coach, Student Success Coach and Media Paraprofessional. Additional monies are being used to purchase technology, supplement classroom materials, newsletter and materials for parents, fund individual parent conferences, and parent workshops.

Title I, Part C- Migrant

Migrant students enrolled in Frostproof Middle Senior High School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. A Student Success Coach will be assigned to our school due to our high percentages of migrant students. She will monitor the progress of these high need students and provide or coordinate supplemental academic support. She will provide support to students ensure the academic success of these students whose education has been interrupted by numerous moves.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Frostproof Middle Senior High are used to provide professional development.

Title III

The district provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

All students functioning below grade level are given baseline evaluations in reading, math, writing, and science at the beginning of the year. This is followed by periodic re-evaluations throughout the year. Teachers are provided reports that guide instruction to improve student performance.

Violence Prevention Programs

A Bullying Prevention program is provided for all students through the District Office. Guidance provides group sessions on various topics which include anger management, bullying, cyber bullying, etc. Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

The 2015 - 16 Economically Disadvantaged (FRL) rate for FMSHS was 92%. This allowed all our students to receive free lunch this year. We also provide a free breakfast program.

Adult Education

Through the district adult education program we offer a GED class on campus in the evenings. The district also provides programs for students who have left the traditional high school. Through the vocational schools, they can also get a Polk District Diploma while learning a vocation.

Career and Technical Education

We have a nationally certified Agricultural Academy called, "AgDogs." This academy will focus on commercial growers and agribusiness.

Job Training

Through our Marketing program and Ag program, we offer On-Job-Training. Also, the ESE Career Prep/Career Experience provides OJT training for qualified students.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kyle Windham	Principal
Arlene Portwood	Education Support Employee
Velda Benton	Business/Community
Neal Byrd	Business/Community
Nancy DeMarco	Education Support Employee
Teresa Lewis	Education Support Employee
Betty Yates	Business/Community
Theresa Peterson	Parent
Michelle Hutto	Parent
Sandy Gibson	Parent
Luis Burgos	Teacher
Sharon Whalen	Teacher
Lizett Gonzalez	Education Support Employee
Laura Valdez	Parent
Valentina Escalante	Student
Mikaela Valdez	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council will review the school's performance data on the FSA and EOC's. They also look at the parent attitude survey completed for the SACS accreditation last year. They will look at the Title I Parent Involvement Plan and Title 1 budget. This information is used to formulate the goals and plans for the upcoming school year and the School Improvement Plan. The previous year's SIP was reviewed to see how closely we came to attaining our goals.

b. Development of this school improvement plan

The data we have from the Spring FSA / EOC testing was shared with the SAC. The process of developing a school goal, identifying barriers and strategies to overcome them were discussed with the SAC. The SAC was asked to provide input into other needs, barriers or strategies they wanted to see in the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The three main areas for the School Improvement Plan focus on student achievement, graduation rate and collaborative planning. The annual budget and plan will focus on improving student achievement across the curriculum. We will provide professional development and lesson studies

across the curriculum to increase student engagement. Monies will also be spent on increasing computers on campus so students are prepared for academics, the workplace and testing that will take place during the year. Graduation success and post-secondary planning will be our second focus. Collaborative planning for teachers will be our third emphasis for this school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

We used our school improvement funds to purchase materials for enrichment and remediation in our reading program, especially across the curriculum. We used funds for collaborative planning for high stakes curriculum groups. This proved very beneficial in allowing teachers to see how they can better engage their students.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
WINDHAM, KYLE	Principal
Portwood, Arlene	Assistant Principal
Davis, Melodie	Assistant Principal
Hicks, Annette	Instructional Media
Lewis, Teresa	Teacher, K-12
Davisson, Robin	Instructional Coach
Demarco, Nancy	Instructional Coach
Perron, Valorie	School Counselor
Youtsler, Anne	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major focus for literacy this year is "Read More." The emphasis is for students to read more for recreation and enjoyment, not just taking tests. Research has shown that students who read 20 minutes a day will score in the 90th percentile and will read almost 2 million words in a year. Students who only read 5 minutes a day will score in the 50th percentile and only 280,000 words. This theme will be advertised in the school newsletter, on bulletin boards and pamphlets available in the Media Center.

Paperback books, provided by Title 1, will be available for students to take for their libraries. The display, "Want a book, Take a book" will be set up outside the Media Center doors. We will also provide books in local neighborhoods using the Little Libraries boxes.

The Media Specialist is promoting reading in the month of September for middle school students.

This activity will culminate with a field trip to the Cracker Storytelling Festival on October 8th. Up to 30 middle school students will be able to attend after they have read books in September.

In order to encourage students to read for enjoyment, the Media Specialist has designed an area of the Media Center called, "Makerspace." Students incorporate creativity, draw interest in a topic, learn to follow instructions, sequencing, and procedures. This hands-on approach will heighten interest in an area of interest for the month where books on the topic will be available for check out.

We will continue to offer book clubs through the Media Center this year. The Media Center will also purchase new books to keep the circulation current, specifically the Sunshine State Young Readers collections.

A new program called Testing and Education Resource Center, TERC, is being offered to students to increase student achievement measured on high stakes tests. Students can access this service through the Polk County website; Media Center subscription link.

Professional development this year will focus on four areas; showing teachers how to preview text, use text features, break down test questions, and accountability talk. After the teachers have been introduced to this training, they will be able to provide the information to students and parents.

Another initiative of the LLT for this year is evaluation of data for students. Learning communities will focus on the achievement levels of students and how to differentiate learning for those students. This training will begin with Data Day, a county initiative and go throughout the year.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers of accountability classes have common planning. They are expected to meet weekly to collaboratively plan and unpack the Polk County Learning Maps. Bi-weekly, the Teacher Leadership Team meets to discuss these planning sessions as well as other areas of concern. Minutes of the collaborative meetings and the TLT are given to the principal.

Teachers are also asked to visit a peer teacher's class during the year. Peer Observation sheets are then completed and submitted to the administration.

Title 1 monies are available for teachers who chose to work collaboratively after school hours.

Teachers select their representatives for the School Advisory Committee.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Principal attends the bi-annual job fairs at local universities.
2. Interview applicants go through the district screening to determine their eligibility.
3. Beginning teachers are partnered with a mentor teacher.
4. New, experienced teachers are partnered with veteran staff.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers to our faculty are paired with mentors or veteran staff. These pairs meet periodically to discuss strategies for setting up groups, differentiating instruction, implementing the Florida Standards and Polk County Learning Maps, and studying student achievement.

These pairs set a regular schedule to meet and discuss topics. Informal sessions may take place as they

are needed basis.

The administrative team does daily walk-throughs. New teachers also meet periodically with the principal to receive feedback on standards in the evaluation process, such as curriculum planning, classroom management and use of technology.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All teachers are expected to use the Polk County Learning Maps. These are time sensitive plans based on the Florida Standards. Lesson plans are checked periodically to assure all teachers are following the schedules. Classroom walk-throughs also provide evidence of Florida Standard implementation, with fidelity.

Teachers have been trained in the use of CPALMS to see all their standards, suggestions for implementation, and activities that can be used with students. Further professional development in the use of CPALMS is planned for this year.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

At the beginning of the school year, teachers give interest inventories to determine the learning styles of their students. They use data to determine grouping and differentiate instruction.

An example of a differentiated lesson is provided by one of our English teachers. She allows students to do a photo essay for some assignments and written essays for others. Teachers may allow for a collage, essay, poem, or other form of expression to satisfy the rubric for an assignment. Our reading department uses centers to increase student achievement. They have also implemented Voyager and Achieve 3000. These reading programs take advantage of technology to provide more immediate feedback on reading passages, vocabulary, and comprehension.

Title 1 provides two positions to assist struggling students; a Reading Coach and Student Success Coach. The Reading Coach works with teachers ensure the implementation of the learning maps, as well as assisting the lowest 25% of students in various grades to improve student achievement. The Student Success Coach will work with individuals and groups to discuss study skills, grade report, high stakes test score reports, and career exploration.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 960

Students who have not been able to master subjects during the school year are able to attend after school tutoring two days a week for two hours.

Strategy Rationale

Students need additional assistance to master material being covered in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

WINDHAM, KYLE, kyle.windham@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student grades will be monitored to show effectiveness.

Strategy: After School Program

Minutes added to school year:

Teachers will attend collaboration, planning and professional development programs to learn to help students achieve at a higher level

Strategy Rationale

Teachers need additional time to attend professional development, collaborate and plan lessons.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

WINDHAM, KYLE, kyle.windham@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA / EOC data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In the Spring, we host the rising 5th graders from our two elementary feeder schools. They tour the school and meet various teachers. Then they all congregate in the auditorium. The band plays music and the Guidance Counselor talks to them about what it will be like in Middle School. In the evening, we host the parents. We provide them with a packet of information about our school, curriculum,

middle school planning, helpful websites and homework helps. They tour the campus to see where their students will be attending classes, the media center, gym, cafeteria, and the offices. In the Fall, the 9th grade counselor meets with parents before Open House to discuss transitioning to 9th grade. Credit requirements, assessment information and grade point averages are all covered by the 9th grade Counselor. Also on Open House night, our Senior Guidance Counselor meets with parents about transition plans after high school. Whether it be work, post-secondary education or military plans, these options are explained to parents.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Career planning is included as part of the social studies curriculum for all middle school students. We offer a personal, career, and school success course targeted at students that are in danger of not graduating. All non-core courses include a section on related careers. We use reports from the PSAT given to all 10th graders to determine the potential for students to be successful in AP or Dual Enrollment classes. The ASVAB is also given to help students making career choices.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

District Learning Maps include opportunities to explore how various topics are relevant to the student's real life experiences. Courses such as applied math teach students real world applications of the math concepts. Math for College Success and English for College Success are courses designed to transition students from high school to college.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The percent of the graduates who scored a Level 3 or better on the Grade 10 FCAT in both reading and math is higher than both the district and state. The percent of graduates who completed a college prep curriculum, who completed at least one level 3 high school math course or science course, or who completed at least one dual enrollment (DE) was lower than the district average. We will encourage students to take Advance Placement or Dual Enrollment classes by more teacher discussion on these courses and having each student meet with a guidance counselor regarding their postsecondary plans. Bright Futures information will be given to all students and parents starting in the 9th grade so that planning throughout their high school career will include knowledge of these opportunities and their goals can reflect this knowledge. Students will be encouraged to take the PERT, SAT, and ACT at the appropriate time during their high school career.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Frostproof Middle Senior High School strongly encourages students to take Advanced Placement classes to earn college credits. Students are also placed in rigorous subjects to prepare them for post-secondary coursework.

In addition, students have the option to attend two local State Colleges for dual enrollment or early entry.

The PERT and FSA scores are used for juniors to determine which English and mathematics class the students will enroll in for the fall.

Our middle school students are encouraged to participate in advanced courses that can lead to high school credit. Students are able to earn high school credit while in middle school which will count towards graduation.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Areas of strengths: Algebra 1 - 59%, ELA Grade 9 - 48%, Geometry - 36%, Mathematics Grade 6 - 37%, Mathematics Grade 8 - 48%, US History 62%

Areas of concern: Algebra 2 - 24%, Biology - 45%, Civics - 47%, ELA: Grade 6 - 35%, ELA: Grade 7 - 27%, ELA: Grade 8 - 40%, ELA: Grade 10 - 34%, Mathematics Grade 7 - 30%, Science Grade 8 - 29%

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Frostproof Middle Senior High School has 92% of its population qualifies as Title 1. We have a large migrant population which moves from school to school. Accountability teachers need to have the opportunity to plan together in collaborative planning meetings.

The math progression for high school students needs to be adjusted to have level 3's and higher taking Algebra II.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Using the data from the Spring 2017 FSA / EOC administration, the overall percentage of students scoring a 3 or higher will increase by 6 percentage points: ELA 43%, Mathematics 46%, Science 42%, Social Studies 62%.
- G2.** The graduation rate for Frostproof Middle Senior High School will increase to 83% for the Class of 2017.
- G3.** All accountability teachers will participate in common/collaborative planning sessions throughout the school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Using the data from the Spring 2017 FSA / EOC administration, the overall percentage of students scoring a 3 or higher will increase by 6 percentage points: ELA 43%, Mathematics 46%, Science 42%, Social Studies 62%. 1a

G087115

Targets Supported 1b

Indicator	Annual Target
5Es Score: Ambitious Instruction	6.0

Targeted Barriers to Achieving the Goal 3

- One barrier is consistency of instruction when students transfer from school to school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Polk County Learning Maps
- IDEAS
- Administration
- District Personnel
- Collaborative Planning Groups
- Teacher Leadership Team
- Literacy Coach, Title 1
- Media Center Paraprofessional, Title 1

Plan to Monitor Progress Toward G1. 8

The data from the 2017 Spring administration of the FSA / EOC will be used to evaluate the percentage increase of student achievement in the areas of language arts, math, science and social studies.

Person Responsible

KYLE WINDHAM

Schedule

On 6/2/2017

Evidence of Completion

The data from the 2017 Spring administration of the FSA / EOC will be disaggregated to evaluate the percentage increase of student achievement in the areas of language arts, math, science and social studies.

G2. The graduation rate for Frostproof Middle Senior High School will increase to 83% for the Class of 2017. 1a

G087116

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	83.0

Targeted Barriers to Achieving the Goal 3

- Students do not complete enough courses with the required grade point average in order to graduate.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student Success Coach
- Senior Counselor
- Administration
- District Personnel

Plan to Monitor Progress Toward G2. 8

Student progress reports, report cards, attendance, discipline records and test score reports will be used to show student gains in learning.

Person Responsible

KYLE WINDHAM

Schedule

Biweekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Student credits, grade point averages, test score data, discipline records, attendance data will all be recorded and documented to show effectiveness.

G3. All accountability teachers will participate in common/collaborative planning sessions throughout the school year. 1a

G087117

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	30.0

Targeted Barriers to Achieving the Goal 3

- Faculty and Staff understanding of the collaborative planning process and utilization of proper time management.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration
- District Personnel
- Curriculum Schedules
- Teachers
- Title 1 Resources
- Smaller groups of teachers working together

Plan to Monitor Progress Toward G3. 8

Using the Spring FSA testing, at least 65% of our students will make a 3 or higher on the Florida Standards Assessments and/ or EOC.

Person Responsible

KYLE WINDHAM

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data analysis will show improvement.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Using the data from the Spring 2017 FSA / EOC administration, the overall percentage of students scoring a 3 or higher will increase by 6 percentage points: ELA 43%, Mathematics 46%, Science 42%, Social Studies 62%. **1**

 **G087115**

G1.B1 One barrier is consistency of instruction when students transfer from school to school. **2**

 **B231620**

G1.B1.S1 Teachers will use the time lines in the Polk County Learning Maps to drive their instruction. **4**

 **S244329**

Strategy Rationale

Teachers who use the Polk County Learning Maps to drive their instruction should be reasonably close to all other teachers in the county as far as time frames.

Action Step 1 **5**

Teachers will be instructed in how to access their learning maps. Teachers will use the learning maps to write their lesson plans.

Person Responsible

Arlene Portwood

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Ms. Portwood will check lesson plans monthly to ensure teachers are following the learning maps. Administrators will do walk throughs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The administration will ensure that learning maps are being followed through checking lesson plans and daily walk throughs.

Person Responsible

KYLE WINDHAM

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans will reflect learning maps. Walk throughs will ensure learning maps / lesson plans are being implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The administration will use check off sheets and notes to ensure that learning maps are being followed through checking lesson plans and daily walk throughs.

Person Responsible

KYLE WINDHAM

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Check off sheets will be monitored to ensure lesson plans reflect learning maps. Notes of walk throughs will ensure learning maps / lesson plans are being implemented with fidelity.

G2. The graduation rate for Frostproof Middle Senior High School will increase to 83% for the Class of 2017.

1

 G087116

G2.B1 Students do not complete enough courses with the required grade point average in order to graduate. 2

 B231622

G2.B1.S1 Students will meet with the Student Success Coach bi-weekly to check on student progress.

4

 S244330

Strategy Rationale

The Student Success Coach will use progress reports, Academic Histories, test score reports, attendance, and discipline reports to monitor student achievement.

Action Step 1 5

The Student Success Coach will monitor students to determine student achievement.

Person Responsible

Nancy Demarco

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Meeting Schedule. Progress Log.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Progress logs will be monitored to ensure student contact and implementation of the student plan.

Person Responsible

Nancy Demarco

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Student logs. Progress Reports / Report Cards. Test score reports.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

A report of student contacts will be given to the principal on a bi-weekly basis.

Person Responsible

KYLE WINDHAM

Schedule

Biweekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Student contact sheets will be given to the principal indicating dates and time logs spent with students.

G3. All accountability teachers will participate in common/collaborative planning sessions throughout the school year. 1

 G087117

G3.B1 Faculty and Staff understanding of the collaborative planning process and utilization of proper time management. 2

 B231623

G3.B1.S1 All accountability teachers will use the collaborative planning model to move students to a successful mastery of the standards. 4

 S244331

Strategy Rationale

Teachers who teach the same courses addressed by an EOC or FSA will be grouped into collaborative planning groups. These groups will unpack the standards addressed by the FSA or EOC.

Action Step 1 5

Accountability teachers will participate in collaborative planning meetings to allow educators to unpack standards and look at student work.

Person Responsible

Arlene Portwood

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The evidence will include sign-in sheets and observations of collaborative planning sessions.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The administration will meet weekly to converse regarding the implementation of the process.

Person Responsible

KYLE WINDHAM

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Weekly agendas and minutes for collaborative planning meetings and analysis of student work.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The effectiveness of the process will be determined by the increase in student achievement.

Person Responsible

Arlene Portwood

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The 2017 Spring administration of the FSA and EOC will show students in accountability courses made learning gains in those areas.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M328348	Student progress reports, report cards, attendance, discipline records and test score reports will...	WINDHAM, KYLE	9/12/2016	Student credits, grade point averages, test score data, discipline records, attendance data will all be recorded and documented to show effectiveness.	5/26/2017 biweekly
G2.B1.S1.MA1 M328346	A report of student contacts will be given to the principal on a bi-weekly basis.	WINDHAM, KYLE	9/19/2016	Student contact sheets will be given to the principal indicating dates and time logs spent with students.	5/26/2017 biweekly
G1.MA1 M328345	The data from the 2017 Spring administration of the FSA / EOC will be used to evaluate the...	WINDHAM, KYLE	6/2/2017	The data from the 2017 Spring administration of the FSA / EOC will be disaggregated to evaluate the percentage increase of student achievement in the areas of language arts, math, science and social studies.	6/2/2017 one-time
G3.MA1 M328351	Using the Spring FSA testing, at least 65% of our students will make a 3 or higher on the Florida...	WINDHAM, KYLE	8/15/2016	Data analysis will show improvement.	6/2/2017 monthly
G1.B1.S1.MA1 M328343	The administration will use check off sheets and notes to ensure that learning maps are being...	WINDHAM, KYLE	8/15/2016	Check off sheets will be monitored to ensure lesson plans reflect learning maps. Notes of walk throughs will ensure learning maps / lesson plans are being implemented with fidelity.	6/2/2017 weekly
G1.B1.S1.MA1 M328344	The administration will ensure that learning maps are being followed through checking lesson plans...	WINDHAM, KYLE	8/15/2016	Lesson plans will reflect learning maps. Walk throughs will ensure learning maps / lesson plans are being implemented with fidelity.	6/2/2017 weekly
G1.B1.S1.A1 A316384	Teachers will be instructed in how to access their learning maps. Teachers will use the learning...	Portwood, Arlene	8/15/2016	Ms. Portwood will check lesson plans monthly to ensure teachers are following the learning maps. Administrators will do walk throughs.	6/2/2017 monthly
G2.B1.S1.MA1 M328347	Progress logs will be monitored to ensure student contact and implementation of the student plan.	Demarco, Nancy	9/12/2016	Student logs. Progress Reports / Report Cards. Test score reports.	6/2/2017 biweekly
G2.B1.S1.A1 A316385	The Student Success Coach will monitor students to determine student achievement.	Demarco, Nancy	9/12/2016	Meeting Schedule. Progress Log.	6/2/2017 biweekly
G3.B1.S1.MA1 M328349	The effectiveness of the process will be determined by the increase in student achievement.	Portwood, Arlene	8/15/2016	The 2017 Spring administration of the FSA and EOC will show students in accountability courses made learning gains in those areas.	6/2/2017 monthly
G3.B1.S1.MA1 M328350	The administration will meet weekly to converse regarding the implementation of the process.	WINDHAM, KYLE	8/15/2016	Weekly agendas and minutes for collaborative planning meetings and analysis of student work.	6/2/2017 weekly
G3.B1.S1.A1 A316386	Accountability teachers will participate in collaborative planning meetings to allow educators to...	Portwood, Arlene	8/15/2016	The evidence will include sign-in sheets and observations of collaborative planning sessions.	6/2/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Using the data from the Spring 2017 FSA / EOC administration, the overall percentage of students scoring a 3 or higher will increase by 6 percentage points: ELA 43%, Mathematics 46%, Science 42%, Social Studies 62%.

G1.B1 One barrier is consistency of instruction when students transfer from school to school.

G1.B1.S1 Teachers will use the time lines in the Polk County Learning Maps to drive their instruction.

PD Opportunity 1

Teachers will be instructed in how to access their learning maps. Teachers will use the learning maps to write their lesson plans.

Facilitator

Ms. Portwood / Ms. Davis

Participants

Faculty

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G3. All accountability teachers will participate in common/collaborative planning sessions throughout the school year.

G3.B1 Faculty and Staff understanding of the collaborative planning process and utilization of proper time management.

G3.B1.S1 All accountability teachers will use the collaborative planning model to move students to a successful mastery of the standards.

PD Opportunity 1

Accountability teachers will participate in collaborative planning meetings to allow educators to unpack standards and look at student work.

Facilitator

Portwood, Davis, McCraw, Davisson

Participants

Faculty

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will be instructed in how to access their learning maps. Teachers will use the learning maps to write their lesson plans.				\$103,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1801 - Frostproof Middle/Senior High	Title I, Part A		\$60,000.00
			Notes: Literacy Coach			
	6200	150-Aides	1801 - Frostproof Middle/Senior High	Title I, Part A		\$28,000.00
	5900	120-Classroom Teachers	1801 - Frostproof Middle/Senior High	Title I, Part A		\$15,000.00
			Notes: After School Tutoring - 2 hours, 2 days a week, 4 teachers, 40 weeks			
2	G2.B1.S1.A1	The Student Success Coach will monitor students to determine student achievement.				\$85,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	1801 - Frostproof Middle/Senior High	Title I, Part A		\$85,000.00
			Notes: Student Success Coach			
3	G3.B1.S1.A1	Accountability teachers will participate in collaborative planning meetings to allow educators to unpack standards and look at student work.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	1801 - Frostproof Middle/Senior High	Title I, Part A		\$3,000.00
			Notes: Substitutes will be provided for collaborative planning, lesson studies and shadowing teachers for best practices.			
	6400	120-Classroom Teachers	1801 - Frostproof Middle/Senior High	Title I, Part A		\$2,000.00
			Notes: Teachers will be able to work after their regular hours on collaborative planning.			
Total:						\$193,000.00